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ABSTRACT

The role of tutoring services in special programs designed to meet the needs of non-traditional community college students was studied through a review of the literature on history of tutoring programs, the development of special programs to meet the remedial, developmental, and compensatory education needs of underprepared students, special programs featuring tutoring components, and the characteristics of peer tutoring. Additionally, tutorial service coordinators at Los Angeles community colleges were interviewed to determine what procedures contribute to a successful tutoring program, and the West Los Angeles College Tutorial Center was analyzed. On the basis of the study, the following conclusions were drawn: (1) tutoring is an essential support service component in the special programs designed for the non-traditional student; (2) peer tutors are effective because they understand the student's difficulties and are willing to help; (3) peer tutors should be carefully recruited, selected, and trained; (4) tutoring centers vary and reflect the personalities of the individual staff and campus; and (5) successful tutorial programs occur when there is an enthusiastic and able staff and when the college administration is committed to the program. A bibliography is included. (MB)

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THE ROLE OF TUTORING IN COMMUNITY COLLEGES

By

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CHAPTER I

INTRODUCTION

Community Colleges are characterized by the Open Door Admissions Policy which allows enrollment to any person who has graduated from high school or is eighteen years of age or older. The intent is to welcome and serve everyone who seeks further educational opportunity. Coupled with this have been efforts by the federal government to lower the cost barriers to education by increasing financial aid.

Within the decade of the 1960's these two factors led to changes in the student population attending community colleges. Minority groups and the poor became caught up in the idea that the road to success and a happy life was through education.[1] Many of the individuals became problem students who had difficulty competing with others for passing grades in traditional academic subjects. In their book, Overcoming Learning Problems, Roueche and Snow mention the following common terms to define these students: disprivileged, culturally and/or academically disadvantaged, new, nontraditional and high risk.[2]

Patricia Cross' book Beyond The Open Door is a written study of the interests, abilities and aspirations of these new students. She describes the profile of the new student as follows:

> "Most of the New Students described in this book are Caucasians whose fathers work at blue collar jobs. A substantial number however are members of minority ethnic groups. Most of the parents have never attended college and the expectation of college is new to the family. The New Students themselves have not been particularly successful at their high school studies. -----New Students have made mostly C's. -----fundamentally these New Students to higher education are swept into college by

> the rising educational aspirations of the citizenry. For the majority, the motivation for college does not arise from anticipation of interest in learning the things they will be learning in college, but from the recognition that education is the way to a better job and a better life than that of their parents.[3]

Many colleges saw the need to develop new programs which would provide special services to this new clientele.

STATEMENT OF THE PURPOSE

The purpose of this paper was to determine the role of tutoring services in the many special programs developed to meet the needs of the new community college student.

METHOD OF STUDY

To determine the role of tutoring services in the programs developed for new community college clientele, three methods of study were followed. A review of the literature was performed. Visits were made to local community colleges to interview tutorial service coordinators. A brief analytic review of the West Lost Angeles College Tutorial Services was conducted.

DEFINITION OF TERMS

Remedial implies the remediation of student deficiencies in order that the student may enter a program for which he was previously ineligible. (concerned with correcting weaknesses)

Developmental or Compensatory refers to the development of skills or attitudes and may not have anything to do with making a student eligible for another program. (purpose to develop talents and strengths)

Basic skills are fundamental skills-prerequisites to most learning in the formal classroom. They include traditional language arts (reading, writing, listening, spelling, speaking, grammar) and mathematics.

CHAPTER II

REVIEW OF THE LITERATURE

HISTORY

Tutoring, an educational system, involves giving special individual or small group instruction or assistance and has been in existence for centuries. Early tutors were different from their modern counterparts. In England as early as 1634 the Laudeau Statutes stated that all scholars must have tutors. These individuals had to be learned religious graduates who possessed good character. They were charged with inculcating the doctrines of the church and serving as guardians who supervised the dress and behavior of their pupils. The concept of tutor as teacher was adopted at Cambridge in 1837. At Oxford University, the tutorial was and is a one hour weekly meeting of the student and teacher during which the student reads a prepared essay, a critical discussion follows and arrangements are made for the following week. The tutorial is only one component of the learning process which also includes classes, laboratories, lectures and the library.[4]

In the book Independent Study Programs in the United States, Bonturs, Davis and Drushal discuss faculty directed tutoring and refer to it by a variety of titles including honors courses, tutorial, tutoring and independent study. This tutoring is described as a form of individual work outside the regular organized course. The tutor teacher guides carefully, gives detailed directions and establishes definite goals. Harvard introduced a tutorial system in 1912 in order to insure the maximum effectiveness of students in their comprehensive exams.[5]

The concept and purpose of tutoring is familiar to most people. It is understood that a tutor can be engaged to assist persons of all ages to learn a particularly difficult subject or to prepare for an examination.

DEVELOPMENT OF SPECIAL PROGRAMS

Hundreds of special programs frequently called programs for the disadvantaged, developed rather suddenly in the last 1960's as strategies designed to provide assistance to the new community college student. Patricia Cross' book Accent on Learning reports the results of a national survey of developmental education in 1970 and 1974. She states that some kind of special service for the disadvantaged was provided in 80% of the community colleges in 1971 and increased to 93% in 1974.[6] Roueche and Snow in Overcoming Learning Problems reported the findings of a comprehensive national study of developmental/remedial education programs in 1975-76. They found that 86% of community colleges had some special service for the academically disadvantaged; 93% were providing remedial courses and 95% were providing such special services as tutoring, counseling and/or financial aid.[7]

The political reaction of California legislators to the unrest of the 1960's was the passage of Senate Bill 1634. Authored by Senator Alquist, the bill was,

> "intended to encourage California Community Colleges to establish programs and services designed to identify, recruit, retain and intellectually and vocationally stimulate students affected by language, social or economic disadvantages."[8]

Extended Opportunity Programs and Services (EOPS) were established as a result of this legislation and 46 institutions participated with programs in the Spring of 1970.

Tutoring is specifically named, under program services as a component of EOPS programs. EOPS Operational Guidelines Section 5 states that:

> In an EOPS program, the importance of tutoring is augmented since education [illegible] program participation is one of the criteria for identifying needs.
>
> ---
>
> Since tutorial services in institutions vary so widely, it is difficult to reach a common definition. The general definition cited by Egstrom is helpful:
>
> > A generic term identifying one who has knowledge or expertise in a given area and who assists someone else in getting better understanding of the subject by mutually exploring those areas where learning is being blocked.
>
> Successful tutorial programs in California tend to vary in three distinct ways: in modality, in subject-matter areas and in objectives. The modality or programs consists of three possibilities:
>
> 1. They are entirely within the EOPS construct.
> 2. They are entirely outside the EOPS construct.
> 3. They are overlapping.
>
> Subject-matter areas may include basic skills only, all subjects, a limited number of subjects, or a combination of these. The objectives of tutoring programs vary from academic survival to purely enrichment activities.[9]

John Wooley conducted a study to determine: 1) the extent that tutorial services were provided at the California Community Colleges during the 1974-75 academic year; and 2) the success of tutorial services as judged by tutees and directors of such programs during the Fall of 1975.

He identified six general types of tutorial services offerred by community colleges: 1. Cross-age tutoring. This involved college and high school students going into elementary and junior high schools to help children. 2. Tutorial services for learning centers and skills centers: Here tutors were trained to utilize a combination of prepared skill building materials and audio-visual instructional equipment in the course of tutoring. 3. Campus wide tutoring services: The primary goal of these services was to make available one-to-one or small group tutoring for all courses on the campus. 4. Classroom tutors: Instructors in growing numbers were utilizing tutors in the classroom setting and finding them particularly effective with self-paced materials used in the Personalized System of Instruction. 5. Physically handicapped services. These programs ranged from specialized services such as providing interpreters for the deaf, notetakers and readers for the blind to generalized tutorial services in the basic skills and other content areas. 6. Learning disabilities services. The primary emphasis of this type of program was in language and study skills.[10]

The findings of John Wooley's study showed that almost all California Community Colleges provided tutorial services and that attempts were made to provide assistance in all subject areas. Of randomly selected students who had received ten or more hours of tutorial services: 85.4% indicated that their achievement level improved after receiving tutorial services; and 57.2% indicated they would have dropped the class without such assistance. A Chi Square analysis of student and director's responses indicated a shared perception regarding the assessment of tutorial services.[11]

A REVIEW OF SPECIAL PROGRAMS FEATURING TUTORING COMPONENTS

What are the characteristics of these special programs for the disadvantaged? How does the provision of tutoring services contribute to the success of these programs? Grant and Hoeber in their research report, Basic Skills Programs Are They Working? discuss the fact that support services such as tutoring are essential to the successful operation of basic skills classes. Developmental Skills Programs usually consist of the following components: reading, grammar, math, science, ethnic studies, study (survival skills), self development and career life planning.

The authors state that,

> "Tutoring includes classroom instructors working officially or unofficially with basic skills students, staff professional and peer tutors, and the computer as tutor. Regardless of the method used, most basic skills programs in post secondary education claim to have some sort of academic assistance available to students in the form of tutoring ---- such components of basic skills programs are usually viewed as support units, but are, in fact as integral a part of the successful basic skills program as any course in the curriculum."[12]

Descriptions of some of the varied and unusual special programs follows. Three of the successful programs discussed in Roueche and Snow's book, Overcoming Learning Problems, make extensive use of tutoring. At Bronx Community College, the open admissions design made remediation a high priority at the college. Remediation courses were noncredit one semester preparation courses ranging from 3-5 hours of class per week. They were designed to enable students to master the basic skills and content required for college level work. Courses were offerred in the following subjects: chemistry, English as a second language, English composition, math, physics, reading and

speech. The most extensively budgeted support service was the tutoring component which was staffed by faculty and students.[13]

Tarrant County Junior College - South Campus in Fort Worth featured a comprehensive one-year developmental studies program called Basic Studies. The program focused primarily on basic academic skills, personal enrichment and adjustment to self and society. Former students in the basic studies program were utilized as peer tutors and they received course credit for participation.[14]

In 1974 the staff of the Learning Center at Monterey Peninsula College adopted a commitment to personalized instruction as an alternative method of teaching. Individualized instruction was offered in learning and English skills the first year. During the 1975-76 school year, individualized versions of certain aspects of psychology, economics, sociology, history, political science and business were added. Tutors were available to any student who felt the need for special tutorial assistance. Tutors were college students tutoring for credit as part of their academic program.

Cochise College in Arizona conducted a successful federally-funded developmental education program which enrolled 129 freshmen during 1972 and 1973. To avoid the fear that students associated with admitting they were failing and needed tutoring, students enrolling in the developmental program were required to sign up for tutoring at registration time. Tutors were available when needed and were paid to attend classes as well as for special tutoring sessions. In science, English and reading, the tutors functioned as teaching assistants during class; and in other classes they took notes, monitored attendance

and taped lectures. Many students gave the tutoring system much credit for success in staying in the program during their first semester of college.[16]

Illinois community colleges were surveyed in an effort to identify colleges offering programs for the disadvantaged student. Thirty-one of the thirty-four responding colleges offered special tutoring, counseling and financial aid services for disadvantaged students. Illinois community colleges appeared to support the use of special tutoring and programmed instruction in attempts to individualize instruction. Questionnaire results indicated that:

1) Successful programs for the disadvantaged used different techniques from regular college programs;

2) They usually provided more individual attention; strong noninstructional support for personal development and tutoring.[17]

Project II at Community College of Philadelphia was a cooperative learning program designed to provide alternatives for nontraditional students. This two semester block scheduled program offered courses from almost all curricular areas of the college as well as training in basic skills. Each student was assigned to tutoring twice a week for a total of six hours. Tutors assisted students with test taking, reading the text, note taking and remembering difficult information. Success was a team effort and the personal bond between tutor and tutee was probably as important as the content imparted by the tutor. The program which started in the Fall 1973 with a team of 4 teachers and 66 students grew to 26 teachers and 250 students in 1975 with additional growth anticipated. An improved retention rate for participants indicated that the program had proved to be successful.

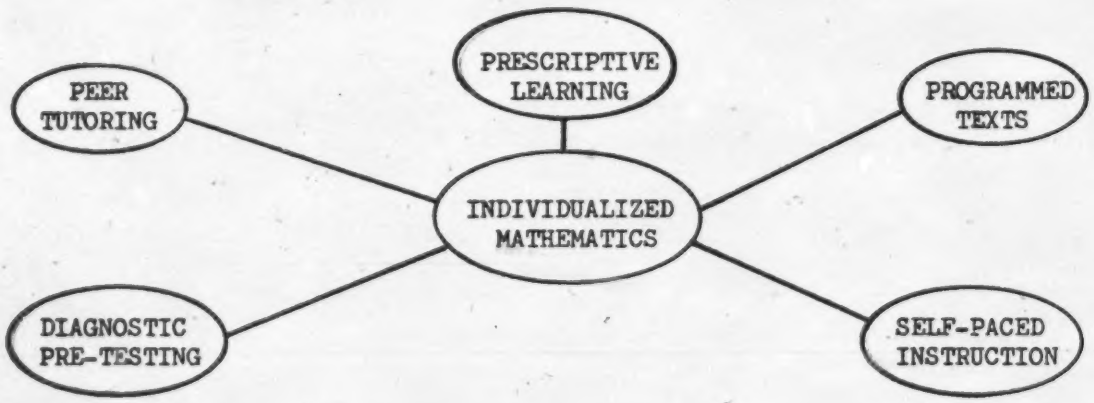
During the period from September 1974 to January 1975, the Project II retention rate was 91% while the college overall rate was 67%. There was also a 90% faculty retention rate.[18]

Three Minnesota community colleges participated in a three year demonstration project which served college students and individuals from the community, all of whom had some form of learning disability. The project was designed to identify special learning problems and to aid individuals in succeeding in their academic programs. Individual and small group basic skills and course content tutoring was provided by specific learning disability specialists, graduate students, student tutors, college instructors and other volunteers. Project results indicated that students achieved improved grade point averages and that tutors benefited as much as learners from these relationships.[19]

Essex County College and the Newark, New Jersey Construction Trades Training Corporation jointly participated in a demonstration project called the Adult Basic Career Development Center. Through a variety of developmental programs prior to this project, Essex County College had demonstrated the teaching effectiveness of community college students who after coming through remedial programs became tutors to new groups of educationally underprepared students. Building on this concept, the project continued to train these urban adult student tutors and prepared them for urban adult education career ladder teaching positions. The teacher having triumphed over profound educational obstacles to achieve an AA degree, yet possessing the same psychosocio philosophy as the students was an excellent role model for urban adults. This contributed to the project results which

indicated that in math and English students progressed at a rate eight times faster than students in U.S. public school systems.[20]

Alvin Community College in Texas found that several important elements were necessary to insure the success of a remedial or supplemental mathematics laboratory. They included administrative support, a flexible budget, student oriented personnel including instructors, lab supervisors and peer tutors, and an effective curriculum which meets the needs of students. The staff of Alvin Community College in Texas strongly believed in the value of peer tutors and used them extensively in their math lab. They recognized that instructors sometimes forget the barrier that the "power of the grade" can create in terms of effective communications. Peer tutoring avoided this problem and students were relaxed with their fellow students. The diagram below illustrates some of the elements of an individualized program and the part played by peer tutoring at Alvin Community College.[21]



CHARACTERISTICS OF PEER TUTORING

The descriptions of the successful special programs just reviewed point out that tutoring is an important component. Roueche and Snow confirmed this in their national study where they found that developmental/remedial programs are insufficient of themselves to meet the college's objectives. Other support services such as tutoring, contribute to the success of these programs.[22]

A brief investigation of the tutoring process, and particularly peer tutoring, will explain why tutoring is effective. First of all, what students come to be tutored? The persons who come to the Southeastern Community College, N.C. Tutorial Center are typical.

> "Students who are experiencing difficulty in understanding subject matter, who have difficulty understanding the instructor, or who feel the pace of instruction too fast are prime candidates for our tutorial services."[23]

These students may be the C or D student in academic trouble struggling to pass the course or the C and B student anxious to achieve.

Another question of interest concerning the role of tutoring is, What do tutees receive from a tutoring experience? Robin Roberts in New Roads - Tutoring Today reports that when tutees were surveyed and asked to comment on the area where they were given the most assistance, they responded as follows:

80% reading text books for understanding
41% new and improved study habits
34% better able to prepare and take tests
30% improvement in writing papers
25% improvement in taking notes for class

-----there is also the function of peers assisting fellow students rather than students having to go to teachers for special assistance. This is not to suggest that the faculty is not willing to bend over backwards to help but rather that the student's perception of the teacher is quite often different than that.[24]

The technique of using students as peer tutors is effective particularly when care is taken to draw the peer tutor from a cross section of the student body. The tutor then is able to identify with fellow students and serve as a role model. Grant & Hoeber add that the reason the peer tutor is probably so successful is;

> "simply because he has more experience at being a student than he has at being anything else. His age allows him to deal with the student's personal difficulties in an empathetic manner, and his very position in the same academic maelstrom as the student he is helping makes him an ideal advisor for the student with a low academic concept. -----the peer tutor can say, "I went through the same thing you are going through." For a basic skills student there is no authority stronger than shared experience."[25]

The technique of using peer tutors definitely distinguishes the most effective programs according to Snow.[26] To insure the continued effectiveness of a peer tutoring program, recruitment, selection and training of peer tutors is important. Roueche and Snow concur,

> Specifically, peer tutors need training in motivational techniques related to self concept development, academic attack skills, and interviewing and teaching techniques.[27]

Tutoring services have been identified as essential components in successful community college programs designed to serve the needs of the New Students in community colleges. Peer tutors are particularly effective in these programs because they relate to the student.

They are believable when they say, "I went through the same thing you are going through." Successful peer tutoring programs provide regular ongoing training for the tutors.

CHAPTER III

CAMPUS VISITATIONS TO TUTORIAL CENTERS

Visits were made by the author to tutorial centers at El Camino College, Los Angeles City College, and Glendale Community College. In addition the author was able to attend the March meeting of the California Community College Tutorial Association Region VII. The purpose of the visits was to see tutorial centers in action; to interview coordinators and to learn what procedures were contributing to the success of the centers. All of the visits were informative, the coordinators were gracious and helpful and each center was different and reflected the personality of the campus and staff.

Los Angeles City College

At Los Angeles City College the author spoke with Nina Fridkis, Campus Tutoring Manager. She is an EOPS employee but manages all tutoring funds including: EOPS, Vocational Education Act (VEA), College Work Study (CWS), District and handicapped. Currently there are 175 peer tutors who tutor 252 different subjects. Tutoring takes place in individual tutoring labs which are set up to support the tutoring needs of departments; and in the Learning Skills Center. Instructors are closely involved with the program since they supervise the department tutoring labs. In addition, they also refer tutors and tutees to the program. Miss Fridkis has an elaborate recording procedure which makes it possible to account for funds expended and services provided.[28]

El Camino College

The El Camino College Tutoring Services are located in the Learning Assistance Center in the basement of the library. Student Services Specialist Rebecca Stewart graciously discussed her program with the author. She is responsible for the provision of tutoring services utilizing district funds. Other tutoring services are provided on the campus through the EOPS and Veteran's Offices. All tutoring for which Miss Stewart is responsible takes place in the large Learning Assistance Center. Tutees must receive an instructor's recommendation before they are tutored. Tutees may receive a maximum of three hours per week of tutoring time. Tutors must be recommended by instructors and are required to attend tutor training sessions monthly.[29]

Glendale Community College

The Glendale Community College Tutorial Center is part of the Campus Learning Center and is located in a large classroom. Betty Meyers coordinates the program which utilizes primarily district funds. When tutees apply for tutoring, they are usually assigned to a tutor at a scheduled time. Some drop-in tutoring occurs. All tutors must be recommended by instructors.[30]

California Community College Tutorial Association

The purpose of the California Community College Tutorial Association is to improve the tutorial programs and services at the California

community colleges. (Appendix 1) The author attended a meeting of Region VII in March and was able to exchange ideas and information about tutorial materials, methods, techniques and procedures. The author's impressions of the meeting's discussions were that:

1. Tutorial service providers are doing a tremendously successful job of helping students to stay in school;
2. They are delivering services under trying circumstances. (cut bucks in funds and personnel);
3. They are largely unappreciated by college administrators and that there is a need to improve and assess their image.

West Los Angeles College

West Los Angeles College has provided tutoring services to students for several years. The program has been managed in a casual manner through student services, EOPS, and Alpha Gamma Sigma honor society. In January of 1979, there were 29 tutors tutoring 12 subjects. Several individuals on the campus have been interested in expanding the services and making them prominently available to all students. Fortunately the key planners were philosophically and personally compatible. Having been on the campus for several years they had seen the student clientele change, had identified the need for increased tutorial services and combined resources to make it happen. The office of the Dean of Student Personnel Services committed support funds to pay for the tutor coordinator and the tutor salaries. The Chairman of the Department of College Basic Skills representing the Dean of Instruction arranged for prominent space on the first floor of the Learning Resources Center and is working closely with the tutor

coordinator. A new tutor coordinator was hired in February 1979. Building on the foundation previously set by the planners, the new coordinator has firmly established a positive welcomming image for Tutorial Services. As of March 30, 1979, there are 80 tutors providing services for 30 courses. (Appendix 2) Tutoring occurs at satellite centers such as the math laboratory, Study Skills Classes, College Basic Skills Classes, language laboratory and Business Data Processing laboratory. Drop-in tutoring is available at the LRC for such subjects as accounting, biology, chemistry, math and the Writing Skills Workshop. Tutoring by appointment is available for other college subjects. Department chairmen are starting to ask about the possibility of having satellite center tutoring. Students are applying for tutoring in increasing numbers. Tutors are being trained and are performing well. The key to success has been the commitment of enthusiastic personnel and support by administration.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This paper was designed to investigate the role of tutoring services in the many special programs developed to meet the needs of the new community college student. The method of study included a review of the literature, visits to local community colleges to interview tutorial service coordinators, and a brief analytic review of the West Los Angeles College Tutorial Center.

Conclusions

The following conclusions relate to the role of tutoring in community colleges.

1. Tutoring is an essential support service component in special programs designed to serve the needs of the New Students in community colleges.

2. Peer tutors are effective because they understand the student's difficulties and they are willing to help.

3. Peer tutors should be carefully recruited, selected and trained.

4. Tutoring centers are different and varied and reflect the personalities of the individual staff and community college campuses.

5. Successful tutorial programs occur when there is an enthusiastic able staff and support and commitment from the college administration.

Recommendations

The following recommendations are based on this study of the role of tutoring in community colleges:

1. That the value and availability of tutorial services be communicated in an organized college-wide method.

2. That efforts be made to involve additional faculty and counselors in tutorial programs.

3. That continuous efforts be made to provide creative training to tutors.

4. That continuous efforts be made to meet and exchange ideas and information with professionals on other community college campuses.

5. That continuous efforts be made to evaluate tutorial services.

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[27] Roueche and Snow, Overcoming Learning Problems, p. 124.

[28] Interview With Nina Fridkis, Los Angeles City College, Los Angeles, California, 6 March 1979.

[29] Interview With Rebecca Stewart, El Camino College, Torrance, California, 6 March 1979.

[30] Interview With Betty Myers, Glendale Community College, Glendale, California, 15 March 1979.

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CALIFORNIA COMMUNITY COLLEGE TUTORIAL ASSOCIATION

OFFICERS

President, Shirley Bowen
Orange Coast College
2701 Fairview Road
Costa Mesa, Calif. 92626
714-494-2328

Term expires 1979-80

Secretary, Robert Renteria
Cerritos College
11110 East Alondra Blvd.
Norwalk, CA 90650
213- 860-2451

Term expires 1980-81

Past President, Dick Lyman
Sierra College
5000 Rocklin Road
Rocklin, CA 95677

Term expires 1979-80

President Elect, David Smith
Riverside College
4800 Magnolia Avenue
Riverside, CA 92506
714- 684-3240

Term expires1979-80

Treasurer, Nadine Colt
Moorpark College
7075 Campus Drive
Moorpark, CA 93021

Term expires 1980-81

REGION 7

Ms. Cora de Rowe, Rep.
Glendale College
1500 North Verdugo Rd.
Glendale, CA 91208
213- 240- 1000

Term expires 1980-81

Compton College
East L.A. College
El Camino College
L.A. City College
L.A. Harbor College
L.A. Mission College
L.A. Pierce College
L.A. Southwest College
L.A. Trade-Tech. College
L.A. Valley College
Pasadena City College
Santa Monica City College
West Los Angeles College

TUTORIAL SERVICES

List of subjects for which there are tutors:

Administration of Justice
Accounting
Anthropology
Art History
Art 17 (perspective Drawing)
Biology
Business 38
Business Data Processing
Business Law
Chemistry
Computer Science
Economics
Engineering 52
English
Environmental Studies
French
German
History
Mathematics
- Algebra
- Geometry
- Calculus
- Trigonometry
- Statistics
- Math analysis

Microbiology
Music
Philosophy
Physics
Physiology
Political Science
Psychology
Reading and Writing:Basic Skills
Spanish
Study Skills
Writing Skills
Word Processing

3/12/79

Subject	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ADMINISTRATION OF JUSTICE		Nathaniel Noflin 8-2 (by appt.)		Nathaniel Noflin 8-2, 5-7 (by appt.)	
ACCOUNTING I	Renette Bordenave 9-11 Lee Jenkins 10-11, 12-3	Chris Watts 8-10 Lee Jenkins 11-12	Renette Bordenave 9-11 Lee Jenkins 10-11	Chris Watts 8-10, 11-1	Renette Bordenave 9-11 Lee Jenkins 8-9 10-11
ACCOUNTING II	Lee Jenkins 10-11, 12-3	Lee Jenkins 11-12	Lee Jenkins 10-11		Lee Jenkins 8-11
ANTHROPOLOGY				Inge Pfauth 2-4 (by appt.)	Inge Pfauth 12:30-3 (by appt.)
ART HISTORY	Susan Hill 11-1 (by appt.)	Judy Sandell 10:30-1, 6-7 (by appt.)	Susan Hill 11-1 (by appt.)	Judy Sandell 10:30-1, 6-7 (by appt.)	
ART 30 PERSPECTIVE DRAWING		INQUIRE AT LRC RM. 139			
BIOLOGY	Mark Packard 9-10, 2-4 Barry Hull 12-2 Barbara Cimino 12-3 (by appt.)	Mark Packard 9-10 Barry Hull 9-11 Barbara Cimino 12-3 (by appt.)	Mark Packard 9-10, 2-4 Barry Hull 12-2 Barbara Cimino 12-3 (by appt.)	Mark Packard 9-10 Barry Hull 9-11 Barbara Cimino 10-1 (by appt.)	Mark Packard 9-10 Barry Hull 12-2
BUSINESS 38	Patrick Fox 2-4	Patrick Fox 9-12 2-4	Patrick Fox 2-4	Patrick Fox 9-12, 2-4	Patrick Fox 2-4
BUSINESS DATA PROCESSING		SEE SCHEDULE IN DATA CENTER CE 101A&B			
BUSINESS LAW 2		Frank Dawoodjee 10:30-1 (by appt.)		Frank Dawoodjee 10:30-1 (by appt.)	
CHEMISTRY	Doug Frank 9-11 Mark Packard 9-10, 2-4 Barry Hull 12-2 Jeffery Dow 10-11	Mark Packard 9-10 Barry Hull 9-11 Jeffery Dow 2-4	Doug Frank 9-11 Mark Packard 9-10, 2-4 Barry Hull 12-2 Jeffery Dow 10-11	Mark Packard 9-10 Barry Hull 9-11 Jeffery Dow 2-4	Doug Frank 9-11 Mark Packard 9-10 Barry Hull 12-2 Jeffery Dow 10-11

Subject	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COMPUTER SCIENCE		SEE SCHEDULE IN DATA CENTER CE 101A&B			
ECONOMICS	Chris Fan after 1 (by appt.)	Chris Fan 9-10:30 (by appt.)	Chris Fan after 11 (by appt.)	Lawrence Chan 8-12 (by appt.)	Chris Fan after 11 (by appt.) Lawrence Chan 12-4 (by appt.)
ENGINEERING 52				Lawrence Chan 8-12 (by appt.)	Lawrence Chan 12-4 (by appt.)
ENGLISH through Writing Skills Workshop	Dava Segal 2-3 (by appt.) Allyson Childs 9-11 (by appt.)	Connie Siskin 1-4 (by appt.) Dava Segal 1-3 (by appt.)	Dava Segal 2-3 (by appt.) Allyson Childs 9-11 (by appt.)	Dava Segal 1-3 (by appt.)	Allyson Childs 9-11 (by appt.)
ENVIRONMENTAL STUDIES		Gregory Katz 10:30-2 (by appt.)		Gregory Katz 10:30-2 (by appt.)	
FRENCH		DAILY - CHECK IN DR. MANCINI'S OFFICE B1-202C			
GERMAN	Jeffery Staley 10-11 Language Lab	Jeffery Staley 10-11 Language Lab	Jeffery Staley 10-11 Language Lab	Jeffery Staley 10-11 Language Lab	Jeffery Staley 10-11 Language Lab
MATHEMATICS		SEE MATHEMATICS SCHEDULE			
MICROBIOLOGY			Mike Donahue 12-1		
MUSIC	Reginald Waddell (by appt.)	Reginald Waddell (by appt.)	Reginald Waddell (by appt.)	Reginald Waddell (by appt.)	Reginald Waddell (by appt.)
PHILOSOPHY	Lisa Myers 2-3 (by appt.)	Lisa Myers 11-1 (by appt.)			
PHYSICS	Doug Frank 9-11 Jeffery Dow 10-11	Jeffery Dow 2-4	Doug Frank 9-11 Jeffery Dow 10-11	Jeffery Dow 2-4	Doug Frank 9-11 Jeffery Dow 10-11

Subject	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PHYSIOLOGY	Lissa Schwartz 9-11, after 12 (by appt.) Barbara Cimino 12-3 (by appt.)	Barbara Cimino 10-1 (by appt.)	Lissa Schwartz 9-11, (by appt.) Barbara Cimino 12-3 (by appt.)	Lissa Schwartz 9-1 (by appt.) Barbara Cimino 10-1 (by appt.)	Lissa Schwartz 9-11 (by appt.)
POLITICAL SCIENCE		Gregory Katz 10:30-2 (by appt.)		Gregory Katz 10:30-2 (by appt.)	
PSYCHOLOGY				Lawrence Chan 8-12 (by appt.)	Lawrence Chan 8-12 (by appt.)
SPANISH		SEE SCHEDULE IN LANGUAGE LAB			
STUDY SKILLS WORKSHOP		SCHEDULE POSTED IN LRC RM. 138			
WRITING SKILLS WORKSHOP	10-4	10-4	10-1	10-4	10-4
WORD PROCESSING	Patricia Werthy (by appt.) Barbara Dudley (by appt.)	Patricia Werthy (by appt.) Barbara Dudley (by appt.)	Patricia Werthy (by appt.) Barbara Dudley (by appt.)	Patricia Werthy (by appt.) Barbara Dudley (by appt.)	Patricia Werthy (by appt.) Barbara Dudley (by appt.)

FREE MATH TUTORING IN THE LRC

	MONDAY		
	8 - 9	Yolanda Keh	Math 3, 20, 30, 31
	9 -10	Pam Emch	Math 3, 20, 30, 31, 32
	9 -11	Doug Frank	Math up to and including Calculus
By appt.	9 -12	Nana Schilling	Math 14 Statistics
	11 -12	Sam Viray	Math 20, 30, 31
	12 - 2	Barry Hull	Math 3, 20, 30, 31, 32, 35, 40, 41
	12 - 3	Bill Wendt	Math 3, 20, 30, 31, 32, 40B, 41, 42, 43C
By appt.	2 - 3	Dava Segal	Math 14 Statistics (and up through Math 40)
	3:30- 8	Doug Frank	Math up to and including Calculus
	5 - 7	Albert Lew	Math 3, 20, 30, 31 32
	TUESDAY		
	8 - 9 & 11-12	Marguerite Mondragon	Math 3, 20,30,31
	8 -12	Yolanda Keh	Math 3, 20, 30, 31
	9 -11	Barry Hull	Math 3, 20, 30, 31, 32, 35, 40, 41
	1 - 3	Aram Hevoyan	Math 30, 31, 32, 35
	1 - 3	Bill Wendt	Math 3, 20, 30, 31, 32, 40B, 41, 42, 43C
By appt.	1 - 3	Dava Segal	Math 14 Statistics (and up through Math 40)
	4:30-6:30	Gustavo Gabaldo	Math workshop -- B8-101
	5 - 7	Albert Lew	Math 3, 20, 30, 31, 32
	WEDNESDAY		
	8 - 9	Yolanda Keh	Math 3, 20, 30, 31
	9 -11	Doug Frank	Math up to and including Calculus
	9 -10	Pam Emch	Math 3, 20, 30, 31, 32
By appt.	9 -12	Nana Schilling	Math 14 Statistics
	11 -12	Sam Viray	Math 20, 30, 31
	12 - 2	Barry Hull	Math 3, 20, 30, 31, 32, 35, 40, 41
	12 - 3	Bill Wendt	Math 3, 20, 30, 31, 32, 40B, 41, 42, 43C
By appt.	2- - 3	Dava Segal	Math 14 Statistics (and up through Math 40)
	3:30- 8	Doug Frank	Math up to and including Calculus
	THURSDAY		
	8 - 9	Marguerite Mondragon	Math 3, 20,30 31
	9 -10	Pam Emch	Math 3, 20, 30, 31, 32
	9 -11	Barry Hull	Math 3, 20, 30, 31, 32, 35, 40, 41
	9 -12:30	Sam Viray	Math 20, 30, 31
	9 -11	Barry Hull	Math 3, 20, 30, 31, 32, 35, 40, 41
	12 - 3	Bill Wendt	Math 3, 20, 30, 31, 32, 40B, 41, 42, 43C
By appt.	1 - 3	Aram Hevoyan	Math 30, 31, 32, 35
	2 - 3	Sam Viray	Math 20, 30, 31
	4:30- 6:30	Yolanda Key	Math workshop -- B8-101
	4 - 6:30	Gustavo Gabaldo	Math up through 32
	FRIDAY		
	8 - 9	Yolanda Keh	Math 3, 20, 30, 31
	9 -10	Pam Emch	Math 3, 20, 30, 31 ,32
By appt.	9 -12	Nana Schilling	Math 14 Statistics
	11 -12	Sam Viray	Math 20, 30, 31
	11 -12	Aram Hevoyan	Math 30, 31, 32, 32
	12 - 3	Bill Wendt	Math 3, 20, 30, 31, 32, 35, 40, 41
By appt.	2 - 3	Dava Segal	Math 14 Statistics (and up through Math 40)

MATHEMATICS WORKSHOP MTWTh 4:30-6:30 B8-101 Students may enroll anytime during semester.

ADDITIONAL TUTORIAL SERVICES'INFORMATION AVAILABLE AT LRC RM 139 or at X 139

FREE TUTORIAL SERVICES AVAILABLE IN THE EVENING

Monday			
BUSINESS DATA PROCESSING	Data Center CE101	4:00 - 7:00	John Foster
BUSINESS DATA PROCESSING	Data Center CE101	4:00 - 10:00	David Riley
CHEMISTRY	LRC	3:30 - 8:00	Doug Frank
COMPUTER SCIENCE	Data Center CE101	4:00 - 7:00	John Foster
COMPUTER SCIENCE	Data Center CE101	4:00 - 10:00	David Riley
ENGLISH-WRITING SKILLS WORKSHOP	LRC	5:30 - 7:00	Connie Siskin
MATH (through Calculus)	LRC	3:30 - 8:00	Doug Frank
MATH 3, 20, 30, 31, 32	LRC	5:00 - 7:00	Albert Lew
PHYSICS	LRC	3:30 - 8:00	Doug Frank
Tuesday			
BIOLOGY	LRC	4:00 - 6:00	Mark Packard
CHEMISTRY	LRC	4:00 - 6:00	Mark Packard
ENGLISH-WRITING SKILLS WORKSHOP	LRC	5:00 - 7:00	Berlin Myers
MATH 3, 20, 30, 31, 32	LRC	5:00 - 7:00	Albert Lew
MATH LAB	B8-101	4:30 - 6:30	Gustavo Gabaldo
Wednesday			
BUSINESS DATA PROCESSING	Data Center CE101	4:00 - 7:00	John Foster
CHEMISTRY	LRC	3:30 - 8:00	Doug Frank
COMPUTER SCIENCE	Data Center CE101	4:00 - 7:00	John Foster
COMPUTER SCIENCE	Data Center CE101	4:00 - 10:00	David Riley
MATH(through Calculus)	LRC	3:30 - 8:00	Doug Frank
PHYSICS	LRC	3:30 - 8:00	Doug Frank
Thursday			
BIOLOGY	LRC	5:00 - 7:00	Mark Packard
CHEMISTRY	LRC	5:00 - 7:00	Mark Packard
ENGLISH-WRITING SKILLS WORKSHOP	LRC	5:00 - 7:00	Connie Siskin
MATH (up through 32)	LRC	4:30 - 6:30	Gustavo Gabaldo
MATH LAB	B8-101	4:30 - 6:30	Yolando Keh
SPANISH	LRC	5:00 - 7:00	Roxanne Ross

For your information:

MATHEMATICS 88—Mathematics Workshop (1-1-1) 0
Note: This course replaces the previous Math workshop. Students may enroll anytime during the semester. Once enrolled, students may attend any of the four days.

3117	4:30-6:30 M	Staff	B8-101
	4:30 T	Staff	B8-101
3118	5:30 T	Staff	B8-101
	4:30-6:30 W	Staff	B8-101
3119	5:30 W	Staff	B8-101
	4:30-6:30 Th	Staff	B8-101

UNIVERSITY OF CALIF.
LOS ANGELES
APR 27 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Additional tutorial services' information available at LRC Rm 139 or at X419.